DOCUMENT RESUME

ED 408 205 SO 027 159

AUTHOR Beyer, Landon E., Ed.
TITLE Creating Democratic Classrooms: The Struggle To Integrate Theory and Practice. The Practitioner Inquiry Series.
REPORT NO ISBN-0-8077-3518-3
PUB DATE 96
NOTE 171p.
AVAILABLE FROM Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.
PUB TYPE Books (010) -- Reports - Descriptive (141)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Critical Thinking; Criticism; *Democracy; *Educational Philosophy; Elementary Secondary Education; Hermeneutics; Higher Education; Inquiry; Public Schools; *Reflective Teaching; *Teacher Education; Teacher Effectiveness; Teacher Improvement

ABSTRACT

In this book, seven teachers analyze their own efforts to integrate social, moral, and political issues into the public school classroom. The volume weighs the possibilities for making classrooms more responsive to the need for social justice, critical consciousness, and democratic values. Through their personal narratives, these teachers reveal the successes and failures and the rewards and frustrations involved in pursuing democratic forms of classroom life. A concluding chapter synthesizes the work of the teachers and looks toward future possibilities. The 9 chapters include: (1) "Introduction: The Meanings of Critical Teacher Preparation" (Landon E. Beyer); (2) "The Bumpy Bus Ride to the Democratic Classroom" (Erin Roche); (3) "Creating Space: Moving from the Mandatory to the Worthwhile" (Ushma Shah); (4) "The Rock House: Barriers in Education and Their Demolition" (Joni Garlock); (5) "Building Bridges toward Democracy" (Noelle Hawk Jaddaoui); (6) "Creating a Democratic Classroom: Empowering Students within and Outside School Walls" (Krista Sorensen); (7) "To Give My Students Wings" (Katie Poduska); (8) "Vision, Vitality, and Values: Advocating the Democratic Classroom" (Mary Cunat); and (9) "Conclusions: A Look Backward and the Road Ahead" (Landon E. Beyer). (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****